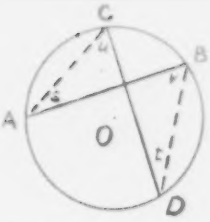
CALIFORNIA SCHOOLS

MARCH, 1960



Chords AB and CD intersect at P (inside)
1. $\angle s = \angle t$ and $\angle u = \angle v$.
2. $\triangle APC = \angle BPD$.
3. $\triangle APC \sim \triangle BPD$
4. $AP \cdot PB = CP \cdot PD$.

CALIFORNIA SCHOOLS

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THE COVER ILLUSTRATION shows the use of an overhead projector in a 1958-59 National Defense Education Act mathematics project at Cubberley High School, Palo Alto.

A MESSAGE from the Superintendent of Public Instruction

PUBLIC SCHOOLS WEEK, APRIL 24-30, 1960

Public Schools Week affords California's schools opportunity to tell the public about their work. We can report significant educational progress in the past year to our citizens who will be expecting a report during Public Schools Week, April 24-30, 1960.

Some changes were started several years ago in various California school districts. Many more changes were made possible this past year with the assistance of National Defense Education Act funds. The co-operative efforts of the State Department of Education and the schools are producing other changes.

More than 200 school districts will have language laboratories to show to interested parents, citizens, reporters, and cameramen during Public Schools Week. In most elementary schools, high schools, and junior colleges this approach to teaching foreign languages with electronic aids will be new. It is a phase of learning in which the public has shown great interest.

Science laboratories in hundreds of public schools will be bigger and better, with more equipment than ever before. Some of this will be due to the impact of space age technology on the schools. In many cases the National Defense Education Act will have been responsible for improvements in equipment. There also will be evidence of the effects of giant "one-cent sales" of surplus federal equipment to science teachers, which were held at federal depots by the State Educational Agency for Surplus Property, California State Department of Education.

The gains in counseling made by most high schools are also important. Many school districts, with the help of federal funds, have made it possible to give more time to test young people to help them detect their talents, and to make more time available for counseling in the high schools today.

These are just a few of the more obvious improvements which should be shown to the public during Public Schools Week. The general changes in the

school curriculum which these improvements illustrate are perhaps less obvious. These changes give renewed emphasis to the skills and knowledge acquired by man during centuries of civilization, and to the recognition that a citizen's ability to adjust to the constantly changing demands of life rests to a great extent upon the skills and knowledge that he learns in school.

The direction in which the public schools are headed and the methods for achieving their goals are of continuing concern to the citizens of our state, because our children and our nation's future are directly involved. We have an impressive list of accomplishments, our goals are more clearly defined than they were a year or two ago, and we have the interest of the public. These factors should make for an effective Public Schools Week observance in every California public school.

Roy E. Simpson

GENERAL FUND EXPENDITURES OF CALIFORNIA SCHOOL DISTRICTS FOR THE FISCAL YEARS 1957-58 AND 1958-59

RAY H. JOHNSON, *Chief, Bureau of School Apportionments and Reports, and* DOROTHY KIRSCHMAN, *Accounting Technician*

The general fund expenditures of the public schools maintained by California school districts for the fiscal years 1957-58 and 1958-59 have been compiled from annual financial reports of the county superintendents of schools. The tables on the following pages present an analysis of general fund expenditures of school districts, showing the total amount, the amount per pupil in average daily attendance, and per cents of the total amount expended for each of 10 major classes of expenditure and for the nine required subordinate classes of expenditure listed in the California School Accounting Manual.[1] Per cents are expressed in two ways—in terms of total expenditures and in terms of the current expense of education.[2] The latter method is the one more commonly used.

The expenditures included in this analysis are those made from the general funds of school districts. The analysis does not include transfers to other school districts nor expenditures of other funds of school districts. The expenditures of county superintendents of schools, including those for maintenance of emergency schools and other special schools and classes, are omitted, and the average daily attendance in such schools and classes has not been employed in the computation of expenditures per unit of average daily attendance in these tables.

Expenditures shown under Class 2—Instruction, represent only the expenditures from general funds of school districts for the required subordinate classes: certificated salaries of instruction, other salaries of instruction, textbooks, other books, and other expense of instruction.

Expenditures shown under Class 8—Food Service, represent only the expenditures from general funds of school districts for this purpose and do not include the expenditures for food service purposes made from cafeteria funds and cafeteria accounts of school districts.

Expenditures shown under Class 10—Capital Outlay, represent only the expenditures from general funds of school districts for the required subordinate classes: land, improvement of grounds, buildings, and equip-

[1] *California School Accounting Manual,* Bulletin of the California State Department of Education, Vol. XX, No. 2, March, 1951 (revised edition), pp. 8-10.

[2] The term "current expense of education" is employed here to designate expenditures of classes 1 to 7, inclusive, excluding Class 8—Food Service, Class 9—Community Services, Class 10—Capital Outlay. The use of the term is recommended in the *California School Accounting Manual,* p. 9.

ment. These data do not include expenditures for these purposes from building or special funds.

Table 1 presents a statement of average daily attendance, by grade levels, in elementary school districts, high school districts, junior college districts, and unified school districts, with consolidated totals for all districts. Average daily attendance credited to county school funds is given separately, to permit reconciliation with state totals employed for apportionment of the State School Fund.

TABLE 1

AVERAGE DAILY ATTENDANCE IN CALIFORNIA PUBLIC SCHOOLS BY JURISDICTION, AND BY DISTRICT LEVEL OR GRADE SPAN, 1957-58 AND 1958-59

Jurisdiction	Grade span	1957-58	1958-59
In classes under jurisdiction of			
1. Elementary school districts	K–8	1,408,599	1,486,278
2. High school districts	7–14	613,582	668,361
3. Junior college districts	13–14	87,654	96,027
4. Unified school districts	K–14	840,870	896,640
5. Total all school districts		2,950,705	3,147,306
In classes under jurisdiction of County Superintendent of Schools, paid for from			
County school tuition fund			
6. Elementary	1–8	18	16
7. High school	9–12	181	128
County school service fund			
8. Elementary	1–8	4,371	4,813
9. High school	9–12	2,881	3,000
10. Total in classes under jurisdiction of County Superintendent of Schools		7,451	7,957
11. Grand total		2,958,156	3,155,263

The figures in Table 2 (page 133), for elementary school districts include attendance and expenditures in kindergartens and elementary schools as maintained by such districts. In Table 3 (page 134), attendance [3] and expenditures of grades 7 and 8 in junior high schools maintained by high school districts, and of grades 13 and 14 in junior colleges maintained by high school districts, are included with high school data for grades 9 to 12, inclusive.

[3] Average daily attendance in grades 7 and 8 in junior high schools is credited to elementary school districts of residence for the computation of Basic State Aid and State Equalization Aid in the apportionment of the State School Fund; however, these units of a.d.a. have been employed herein in the computation of expenditures per unit of a.d.a. of high school districts, since junior high schools are maintained by high school districts and the expenditures for educating pupils in grades 7 and 8 in junior high schools are paid from the general funds of high school districts.

TABLE 2

TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA *ELEMENTARY SCHOOL DISTRICTS* FROM GENERAL FUNDS ONLY, 1957-58 AND 1958-59

Classification of expenditures	1957-58				1958-59			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education
1—Administration	$18,598,438.24	$13.20	3.92	4.18	$20,547,826.53	$13.83	4.01	4.24
2—Instruction								
2a—Certificated salaries of instruction	294,211,905.25	208.87	62.05	66.18	323,868,517.28	217.91	63.27	66.78
2b—Other salaries of instruction	11,338,582.71	8.05	2.39	2.55	12,842,068.23	8.64	2.51	2.65
2c—Textbooks	917,409.40	0.65	0.19	0.21	1,147,276.24	0.77	0.22	0.24
2d—Other books	1,315,797.97	0.93	0.28	0.30	1,708,849.89	1.15	0.33	0.35
2e—Other expense of instruction	14,311,608.32	10.16	3.02	3.22	15,074,325.40	10.14	2.95	3.11
3—Auxiliary services	8,540,717.35	6.06	1.80	1.92	9,518,310.27	6.40	1.86	1.96
4—Operation of school plant	42,608,699.07	30.25	8.99	9.58	46,070,927.44	31.00	9.00	9.50
5—Maintenance of school plant	15,431,465.48	10.96	3.25	3.47	16,665,463.64	11.21	3.26	3.44
6—Fixed charges	22,802,835.33	16.19	4.81	5.13	21,872,881.53	14.72	4.27	4.51
7—Transportation of pupils	14,493,904.99	10.29	3.06	3.26	15,619,153.55	10.51	3.05	3.22
Total current expense of education	$444,571,364.11	$315.61	93.76	100.00	$484,935,600.00	$326.28	94.73	100.00
8—Food service	$3,255,968.89	$2.32	0.69		$3,147,526.53	$2.11	0.62	
9—Community services	$3,776,983.60	$2.68	0.79		$4,044,006.62	$2.72	0.79	
10—Capital Outlay								
10a—Land	$1,557,537.49	$1.10	0.33		$1,056,424.57	$0.71	0.20	
10b—Improvement of grounds	3,452,175.00	2.45	0.73		3,103,221.00	2.09	0.61	
10c—Building	7,705,421.34	5.47	1.62		6,117,161.39	4.12	1.20	
10d—Equipment	9,839,213.72	6.99	2.08		9,487,312.47	6.38	1.85	
Total capital outlay	$22,554,347.55	$16.01	4.76		$19,764,119.43	$13.30	3.86	
Total expenditures	$474,158,664.15	$336.62	100.00		$511,891,252.58	$344.41	100.00	

[1] See Table 1, line 1, for divisors employed in computing per-pupil expenditures.

TABLE 3

TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA *HIGH SCHOOL DISTRICTS* FROM GENERAL FUNDS ONLY, 1957-58 AND 1958-59

Classification of expenditures	1957-58				1958-59			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education
1—Administration	$11,206,382.45	$18.26	3.49	3.84	$12,531,633.35	$18.75	3.54	3.82
2—Instruction								
2a—Certificated salaries of instruction	178,068,791.10	290.21	55.41	60.99	202,881,588.66	303.55	57.42	61.89
2b—Other salaries of instruction	10,351,920.83	16.87	3.22	3.55	11,868,965.14	17.76	3.36	3.62
2c—Textbooks	2,979,951.54	4.86	0.93	1.02	3,436,381.09	5.14	0.97	1.05
2d—Other books	1,046,677.47	1.71	0.32	0.36	1,229,958.90	1.84	0.35	0.38
2e—Other expense of instruction	11,390,666.03	18.56	3.54	3.90	12,567,719.82	18.80	3.56	3.83
3—Auxiliary services	6,594,405.23	10.75	2.05	2.26	7,315,348.46	10.95	2.07	2.23
4—Operation of school plant	29,332,150.53	47.80	9.13	10.05	32,873,676.28	49.19	9.30	10.03
5—Maintenance of school plant	14,141,187.06	23.05	4.40	4.84	16,311,330.49	24.40	4.62	4.98
6—Fixed charges	17,727,832.11	28.89	5.52	6.07	17,148,105.66	25.66	4.85	5.23
7—Transportation of pupils	9,104,189.80	14.84	2.83	3.12	9,636,430.18	14.42	2.73	2.94
Total current expense of education	$291,944,154.15	$475.80	90.84	100.00	$327,801,138.03	$490.46	92.77	100.00
8—Food service	$989,948.87	$1.61	0.31		$1,083,806.88	$1.62	0.31	
9—Community services	$2,535,829.96	$4.13	0.79		$3,105,988.18	$4.64	0.88	
10—Capital Outlay								
10a—Land	$3,284,893.26	$5.36	1.02		$1,472,597.80	$2.20	0.42	
10b—Improvement of grounds	2,304,043.12	3.76	0.72		2,790,552.46	4.18	0.79	
10c—Building	10,432,995.90	17.00	3.24		8,058,793.59	12.06	2.28	
10d—Equipment	9,892,122.50	16.12	3.08		9,026,108.19	13.50	2.55	
Total capital outlay	$25,914,054.78	$42.24	8.06		$21,348,052.04	$31.94	6.04	
Total expenditures	$321,383,987.76	$523.78	100.00		$353,338,985.13	$528.66	100.00	

[1] See Table 1, line 2, for divisors employed in computing per-pupil expenditures.

In Table 4 (page 136), the attendance and expenditures are for grades 13 and 14.

In Table 5 (page 137), the attendance and expenditures, kindergarten through grade fourteen, or any combination of such grades, as actually maintained, are presented for unified school districts.

Tables 2 to 5 inclusive, present, respectively, the expenditures of elementary school districts, high school districts, junior college districts, and unified school districts, for each major class of expenditure.

Table 6 (page 138), contains comparable data for all districts in consolidated totals.

Table 7 (page 139), presents in summary form the amount and per cent of increase in total and per-pupil current expense of education in the fiscal year 1957-58 compared with the preceding fiscal year 1956-57, and similarly in the fiscal year 1958-59 compared with the preceding fiscal year 1957-58.

In Table 8 (page 139), the total average daily attendance, total current expense of education, and per-pupil current expense of education are presented for a ten-year period beginning with the fiscal year 1949-50 and ending with the fiscal year 1958-59.

During the fiscal year 1949-50, the total average daily attendance credited to all school districts was 1,716,095 and the total current expense [4] was $410,268,166.65. Over a ten-year period the average daily attendance increased in the amount of 1,431,211 or 83.4 per cent, and the total current expense of education increased $807,175,506.63 or 196.74 per cent.

The current expense per unit of a.d.a. for all school districts in 1949-50 was $239.07. In 1958-59 this unit expense had increased to $386.82. The increase over the ten-year period was $147.75 or 61.8 per cent.

Table 9 (pages 140-41), presents by county the grade span, total average daily attendance, total current expense of education, per-pupil current expense of education from general funds only; and the amount and per cent of increase or decrease in average daily attendance and current expense of education, for the fiscal years 1957-58 and 1958-59.

Thirty-one counties reported attendance in junior college grades 13 and 14. All counties reported attendance in grades 1 through 12, with the exception of Alpine County which maintained grades 1 through 8 only. Fifty-six counties reported attendance in kindergartens.

[4] Prior to the fiscal year 1951-52, the expenditures for Class 8—Food service, from the general funds for school districts, were not segregated but were included in the total current expense. This term is relatively of minor importance and the change in its accounting does not seriously impair the validity of comparisons with later figures.

TABLE 4

TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA *JUNIOR COLLEGE DISTRICTS* FROM GENERAL FUNDS ONLY, 1957-58 AND 1958-59

Classification of expenditures	1957-58				1958-59			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education
1—Administration	$2,183,387.26	$24.91	4.29	5.03	$2,632,083.61	$27.41	4.58	5.27
2—Instruction								
2a—Certificated salaries of instruction	25,433,970.97	290.16	49.99	58.60	29,591,876.58	308.16	51.51	59.20
2b—Other salaries of instruction	3,663,718.84	41.80	7.20	8.44	4,194,748.05	43.68	7.30	8.39
2c—Textbooks	1,706.43	0.02	0.00	0.00	916.27	0.01	0.00	0.00
2d—Other books	203,875.42	2.33	0.40	0.47	217,127.38	2.26	0.38	0.43
2e—Other expense of instruction	1,934,540.87	22.07	3.80	4.46	2,216,279.23	23.08	3.86	4.43
3—Auxiliary services	503,078.20	5.74	0.99	1.16	562,273.17	5.86	0.98	1.12
4—Operation of school plant	4,351,491.57	49.64	8.55	10.03	4,877,447.65	50.79	8.49	9.76
5—Maintenance of school plant	2,053,742.94	23.43	4.04	4.73	2,487,129.00	25.90	4.33	4.98
6—Fixed charges	2,713,573.66	30.96	5.34	6.25	2,801,649.76	29.18	4.88	5.61
7—Transportation of pupils	360,502.46	4.11	0.71	0.83	402,419.00	4.19	0.70	0.81
Total current expense of education	$43,403,588.62	$495.17	85.31	100.00	$49,983,949.70	$520.52	87.01	100.00
8—Food service	$67,083.49	$0.77	0.13		$73,405.06	$0.76	0.13	
9—Community services	$181,104.44	$2.07	0.36		$226,872.09	$2.36	0.39	
10—Capital Outlay								
10a—Land	$549,045.70	$6.26	1.08		$312,807.94	$3.26	0.54	
10b—Improvement of grounds	851,208.65	9.71	1.67		1,138,896.57	11.86	1.98	
10c—Building	4,436,547.65	50.61	8.72		4,456,743.52	46.41	7.76	
10d—Equipment	1,388,385.50	15.84	2.73		1,256,640.00	13.09	2.19	
Total capital outlay	$7,225,187.50	$82.42	14.20		$7,165,088.03	$74.62	12.47	
Total expenditures	$50,876,964.05	$580.43	100.00		$57,449,314.88	$598.26	100.00	

[1] See Table 1, line 3, for divisors employed in computing per-pupil expenditures.

TABLE 5

TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA *UNIFIED SCHOOL DISTRICTS* FROM GENERAL FUNDS ONLY, 1957-58 AND 1958-59

Classification of expenditures	1957-58				1958-59			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education
1—Administration	$10,741,265.33	$12.77	3.19	3.35	$11,846,809.91	$13.21	3.21	3.34
2—Instruction								
2a—Certificated salaries of instruction	211,791,139.31	251.87	62.91	66.10	235,174,271.45	262.28	63.73	66.30
2b—Other salaries of instruction	11,580,859.08	13.77	3.44	3.61	12,978,215.32	14.48	3.51	3.66
2c—Textbooks	1,476,578.80	1.76	0.44	0.46	1,740,706.33	1.94	0.47	0.49
2d—Other books	1,139,381.66	1.36	0.34	0.35	1,397,614.51	1.56	0.38	0.39
2e—Other expense of instruction	10,379,976.88	12.35	3.08	3.24	11,506,316.19	12.83	3.12	3.24
3—Auxiliary services	7,753,959.54	9.22	2.30	2.42	8,568,354.20	9.56	2.32	2.42
4—Operation of school plant	31,644,213.24	37.63	9.40	9.88	34,848,860.41	38.87	9.44	9.82
5—Maintenance of school plant	13,447,485.70	15.99	3.99	4.20	14,565,240.67	16.24	3.95	4.11
6—Fixed charges	15,705,592.15	18.68	4.66	4.90	16,632,987.71	18.55	4.51	4.69
7—Transportation of pupils	4,767,906.14	5.67	1.42	1.49	5,463,608.85	6.09	1.48	1.54
Total current expense of education	$320,428,357.83	$381.07	95.17	100.00	$354,722,985.55	$395.61	96.12	100.00
8—Food service	$1,054,132.64	$1.25	0.31		$1,067,088.11	$1.19	0.29	
9—Community services	$2,415,642.11	$2.87	0.72		$2,573,984.01	$2.88	0.70	
10—Capital Outlay								
10a—Land	$1,099,148.87	$1.31	0.33		$578,005.94	$0.64	0.15	
10b—Improvement of grounds	1,509,444.03	1.79	0.45		1,327,157.93	1.48	0.36	
10c—Building	4,877,902.49	5.80	1.45		3,793,225.21	4.23	1.03	
10d—Equipment	5,293,296.88	6.30	1.57		4,972,195.39	5.55	1.35	
Total capital outlay	$12,779,792.27	$15.20	3.80		$10,670,584.47	$11.90	2.89	
Total expenditures	$336,677,924.85	$400.39	100.00		$369,034,642.14	$411.58	100.00	

[1] See Table 1, line 4, for divisors employed in computing per-pupil expenditures.

TABLE 6

TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN ALL *CALIFORNIA SCHOOL DISTRICTS* FROM GENERAL FUNDS ONLY, 1957-58 AND 1958-59

Classification of expenditures	1957-58				1958-59			
	Amount of expenditures		Per cent		Amount of expenditures		Per cent	
	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education	Total	Per unit of average daily attendance[1]	Of total expenditures	Of total current expense of education
1—Administration	$42,729,473.28	$14.48	3.61	3.88	$47,558,353.40	$15.11	3.68	3.91
2—Instruction								
2a—Certificated salaries of instruction	709,505,806.63	240.45	59.97	64.48	791,516,253.97	251.49	61.28	65.01
2b—Other salaries of instruction	36,935,081.46	12.52	3.12	3.36	41,883,996.74	13.30	3.24	3.44
2c—Textbooks	5,375,646.17	1.82	0.45	0.49	6,325,279.93	2.01	0.49	0.52
2d—Other books	3,705,732.52	1.26	0.31	0.33	4,553,550.68	1.45	0.35	0.37
2e—Other expense of instruction	38,016,792.10	12.88	3.21	3.45	41,364,640.64	13.14	3.20	3.40
3—Auxiliary services	23,392,160.32	7.93	1.98	2.13	25,964,286.10	8.25	2.01	2.13
4—Operation of school plant	107,936,554.41	36.58	9.13	9.81	118,670,911.78	37.71	9.19	9.75
5—Maintenance of school plant	45,073,881.18	15.28	3.81	4.10	50,029,163.80	15.90	3.87	4.11
6—Fixed charges	58,949,833.25	19.98	4.98	5.36	58,455,624.66	18.57	4.53	4.80
7—Transportation of pupils	28,726,503.39	9.73	2.43	2.61	31,121,611.58	9.89	2.41	2.56
Total current expense of education	$1,100,347,464.71	$372.91	93.00	100.00	$1,217,443,673.28	$386.82	94.25	100.00
8—Food service	$5,367,133.89	$1.82	0.46		$5,371,826.58	$1.71	0.42	
9—Community services	$8,909,560.11	$3.02	0.75		$9,950,850.90	$3.16	0.77	
10—Capital Outlay								
10a—Land	$6,490,625.32	$2.20	0.55		$3,419,836.25	$1.09	0.26	
10b—Improvement of grounds	8,116,870.80	2.75	0.69		8,359,827.96	2.66	0.65	
10c—Building	27,452,867.38	9.30	2.32		22,425,923.71	7.12	1.74	
10d—Equipment	26,413,018.60	8.95	2.23		24,742,256.05	7.86	1.91	
Total capital outlay	$68,473,382.10	$23.20	5.79		$58,947,843.97	$18.73	4.56	
Total expenditures	$1,183,097,540.81	$400.95	100.00		$1,291,714,194.73	$410.42	100.00	

[1] See Table 1, line 5, for divisors employed in computing per-pupil expenditures.

TABLE 7

AMOUNT AND PER CENT OF INCREASE IN TOTAL AND PER-PUPIL CURRENT EXPENSE OF EDUCATION IN CALIFORNIA SCHOOL DISTRICTS 1957-58 COMPARED WITH 1956-57 AND 1958-59 COMPARED WITH 1957-58

	Increase 1957-58 over 1956-57		Increase 1958-59 over 1957-58	
	Totals	Per cent	Totals	Per cent
A. Increase in total current expense of education				
1. Elementary school districts	$62,000,855.00	16.21	$40,364,235.89	9.08
2. High school districts	43,464,980.49	17.49	35,856,983.88	12.28
3. Junior college districts	6,441,826.89	17.43	6,580,361.08	15.16
4. Unified school districts	38,225,342.40	13.55	34,294,627.72	10.70
All school districts	$150,133,004.78	15.80	$117,096,208.57	10.64
B. Increase in average daily attendance				
1. Elementary school districts	91,311	6.93	77,679	5.51
2. High school districts	54,257	9.70	54,779	8.93
3. Junior college districts	9,745	12.51	8,373	9.55
4. Unified school districts	51,037	6.46	55,770	6.63
All school districts	206,350	7.52	196,601	6.66
C. Increase in current expense of education per unit of average daily attendance				
1. Elementary school districts	$25.19	8.67	$10.67	3.38
2. High school districts	31.55	7.10	14.66	3.08
3. Junior college districts	20.75	4.37	25.35	5.12
4. Unified school districts	23.78	6.66	14.54	3.82
All school districts	$26.67	7.70	$13.91	3.73

TABLE 8

TOTAL AVERAGE DAILY ATTENDANCE AND PER-PUPIL CURRENT EXPENSE OF EDUCATION IN ALL CALIFORNIA SCHOOL DISTRICTS FROM GENERAL FUNDS ONLY FOR THE PAST 10 FISCAL YEARS

Fiscal year	Average daily attendance	Current expense of education	
		Amount	Per unit of a.d.a.
1949-50	1,716,095	$410,268,166.65	$239.07
1950-51	1,780,818	452,118,691.24	253.88
1951-52	1,901,549	507,311,228.51	266.79
1952-53	2,032,947	580,249,176.08	285.42
1953-54	2,203,398	674,596,851.22	306.16
1954-55	2,375,681	742,158,443.35	312.40
1955-56	2,546,281	823,046,067.33	323.23
1956-57	2,744,355	950,214,459.93	346.24
1957-58	2,950,705	1,100,347,464.71	372.91
1958-59	3,147,306	1,217,443,673.28	386.82

TABLE 9

TOTAL AVERAGE DAILY ATTENDANCE, AMOUNT AND PER-PUPIL CURRENT EXPENSE OF EDUCATION, AMOUNT AND PER CENT OF INCREASE OR DECREASE 1958-59 COMPARED WITH 1957-58 IN ALL CALIFORNIA SCHOOL DISTRICTS FROM GENERAL FUNDS ONLY BY COUNTIES, 1958-59

Co. No.	Counties	Grade span	1957-58			1958-59			Increase or decrease 1958-59 compared with 1957-58			
			Average daily attendance	Current expense of education		Average daily attendance	Current expense of education		Average daily attendance		Current expense of education	
				Amount	Per unit of a.d.a.		Amount	Per unit of a.d.a.	Amount	Per cent	Amount	Per cent
1	Alameda	K-14	167,410	$61,230,963.80	$365.75	175,090	$67,043,763.14	$382.91	7,680	4.59	$5,812,799.34	9.49
2	Alpine	1-8	51	28,023.91	549.49	54	33,577.43	621.80	3	5.88	5,553.52	19.82
3	Amador	K-12	2,262	907,957.45	401.40	2,258	954,604.32	422.77	—4	—0.18	46,646.87	5.14
4	Butte	K-12	17,011	5,651,245.72	332.21	17,250	6,003,439.07	348.03	239	1.40	352,193.35	6.23
5	Calaveras	K-12	2,030	760,488.57	374.62	2,036	843,670.27	414.38	6	0.30	83,181.70	10.94
6	Colusa	K-12	2,720	1,123,378.94	413.01	2,735	1,219,613.41	445.93	15	0.55	96,234.47	8.57
7	Contra Costa	K-14	98,484	38,339,869.32	389.30	103,831	41,420,804.52	398.93	5,347	5.43	3,080,935.20	8.04
8	Del Norte	K-12	3,526	1,180,284.60	334.74	3,802	1,303,758.94	342.91	276	7.83	123,474.34	10.46
9	El Dorado	K-12	4,597	1,621,407.37	352.71	5,387	1,995,085.05	370.35	790	17.19	373,677.68	23.05
10	Fresno	K-14	85,293	29,792,161.80	349.29	90,576	32,712,061.70	361.16	5,283	6.19	2,919,899.90	9.80
11	Glenn	K-12	4,139	1,316,098.27	317.97	4,136	1,506,012.93	364.12	—3	—0.07	189,914.66	14.43
12	Humboldt	K-12	22,200	8,177,189.95	368.34	23,247	8,476,363.06	364.62	1,047	4.72	299,173.11	3.66
13	Imperial	K-14	16,463	5,279,419.37	320.68	17,075	5,763,159.03	337.52	612	3.72	483,739.66	9.16
14	Inyo	K-12	2,699	1,203,497.98	445.91	2,731	1,296,688.86	474.80	32	1.19	93,190.88	7.74
15	Kern	K-14	71,279	29,126,979.26	408.63	73,787	31,664,523.04	429.13	2,508	3.52	2,537,543.78	8.71
16	Kings	K-12	11,865	4,275,559.66	360.35	12,051	4,635,733.39	384.68	186	1.57	360,173.73	8.42
17	Lake	K-12	2,539	968,999.33	381.65	2,617	1,085,965.42	414.97	78	3.07	116,966.09	12.07
18	Lassen	K-14	3,748	1,551,013.60	413.82	3,752	1,627,315.55	433.72	4	0.11	76,301.95	4.92
19	Los Angeles	K-14	1,103,250	424,790,751.33	385.04	1,163,577	462,359,919.60	397.36	60,327	5.47	37,569,168.27	8.84
20	Madera	K-12	9,864	3,362,976.74	340.93	10,242	3,601,094.24	351.60	378	3.83	238,117.50	7.08
21	Marin	K-14	25,253	9,586,135.41	379.60	27,240	10,910,839.28	400.54	1,987	7.87	1,324,703.87	13.82
22	Mariposa	K-12	843	377,187.00	447.43	882	392,501.25	445.01	39	4.63	15,314.25	4.06
23	Mendocino	K-12	11,107	4,103,413.41	369.44	11,408	4,229,156.20	370.72	301	2.71	125,742.79	3.06
24	Merced	K-12	20,412	6,557,096.33	321.24	21,584	7,265,052.24	336.59	1,172	5.74	707,955.91	10.80

25	Modoc	K-12	1,914	824,382.16	430.71	1,921	743,623.55	387.10	7	0.37	*—80,758.61	—9.80
26	Mono	1-12	316	225,627.11	714.01	381	242,146.74	635.56	65	20.57	16,519.63	7.32
27	Monterey	K-14	35,708	13,750,852.46	385.09	38,373	14,880,071.83	387.77	2,665	7.46	1,129,219.37	8.21
28	Napa	K-14	11,945	4,187,953.75	350.60	12,544	4,579,565.40	365.08	599	5.01	391,611.65	9.35
29	Nevada	K-12	3,542	1,226,655.47	346.32	3,653	1,326,128.79	363.02	111	3.13	99,473.32	8.11
30	Orange	K-14	124,399	42,247,252.41	339.61	142,651	50,443,127.20	353.61	18,252	14.67	8,195,874.79	19.40
31	Placer	K-14	12,215	4,539,074.80	371.60	13,148	4,895,608.22	372.35	933	7.64	356,533.42	7.85
32	Plumas	K-12	2,858	1,337,555.47	468.00	2,812	1,523,640.31	541.84	—46	—1.61	186,084.84	13.91
33	Riverside	K-14	56,173	19,655,756.79	349.91	61,351	22,816,720.83	371.90	5,178	9.22	3,160,964.04	16.08
34	Sacramento	K-14	96,019	33,390,089.73	347.74	105,371	38,424,435.16	364.66	9,352	9.74	5,034,345.43	15.08
35	San Benito	K-14	3,058	1,139,498.90	372.63	3,178	1,271,062.68	399.96	120	3.92	131,563.78	11.55
36	San Bernardino	K-14	103,921	39,882,332.25	383.78	111,278	44,495,313.57	399.86	7,357	7.08	4,612,981.32	11.57
37	San Diego	K-14	174,708	60,943,220.44	348.83	193,704	69,468,929.11	358.63	18,996	10.87	8,525,708.67	13.99
38	San Francisco	K-14	96,695	40,650,984.17	420.40	99,599	42,994,635.05	431.68	2,904	3.00	2,343,650.88	5.77
39	San Joaquin	K-14	52,731	18,090,177.42	343.07	54,771	19,457,001.16	355.24	2,040	3.87	1,366,823.74	7.56
40	San Luis Obispo	K-14	13,602	4,810,428.45	353.66	15,041	5,322,600.80	353.87	1,439	10.58	512,172.35	10.65
41	San Mateo	K-14	85,298	32,321,154.61	378.92	91,889	37,549,453.97	408.64	6,591	7.73	5,228,299.36	16.18
42	Santa Barbara	K-14	24,784	10,099,975.67	407.52	28,843	11,898,226.33	412.52	4,059	16.38	1,798,250.66	17.80
43	Santa Clara	K-14	117,341	42,241,661.62	359.99	131,362	50,560,392.37	384.89	14,021	11.95	8,318,730.75	19.69
44	Santa Cruz	K-12	14,400	5,009,225.15	347.86	15,211	5,394,887.33	354.67	811	5.63	385,662.18	7.70
45	Shasta	K-14	14,327	5,298,314.05	369.81	15,079	5,791,834.87	384.10	752	5.25	493,520.82	9.31
46	Sierra	K-12	531	348,554.10	656.41	568	375,560.45	661.20	37	6.97	27,006.35	7.75
47	Siskiyou	K-14	7,648	3,006,523.68	393.11	7,922	3,172,707.93	400.49	274	3.58	166,184.25	5.53
48	Solano	K-14	26,553	9,391,150.09	353.68	28,854	10,399,679.64	360.42	2,301	8.67	1,008,529.55	10.74
49	Sonoma	K-14	29,411	10,189,284.50	346.44	30,878	11,234,487.71	363.83	1,467	4.99	1,045,203.21	10.26
50	Stanislaus	K-14	37,941	12,569,831.68	331.30	39,259	13,716,553.09	349.39	1,318	3.47	1,146,721.41	9.12
51	Sutter	K-12	6,934	2,319,988.16	334.58	7,202	2,445,780.24	339.60	268	3.87	125,792.08	5.42
52	Tehama	K-12	5,339	1,770,739.11	331.66	5,751	1,963,062.07	341.34	412	7.72	192,322.96	10.86
53	Trinity	K-12	1,870	777,475.01	415.76	1,999	840,460.72	420.44	129	6.90	62,985.71	8.10
54	Tulare	K-14	40,029	13,465,636.91	336.40	41,408	14,462,631.31	349.27	1,379	3.45	996,994.40	7.40
55	Tuolumne	K-12	2,990	1,153,146.84	385.67	3,059	1,227,776.34	401.37	69	2.31	74,629.50	6.47
56	Ventura	K-14	36,704	15,049,593.51	410.03	40,056	17,276,749.91	431.31	3,352	9.13	2,227,156.40	14.80
57	Yolo	K-12	12,588	4,418,032.28	350.97	13,334	5,036,737.77	377.74	746	5.93	618,705.49	14.00
58	Yuba	K-14	7,168	2,703,236.84	377.13	7,508	2,867,378.89	381.91	340	4.74	164,142.05	6.07
	Totals		2,950,705	$1,100,347,464.71	$372.91	3,147,306	$1,217,443,673.28	$386.82	196,601	6.66	$117,096,208.57	10.64

* The usual decrease in the county total current expense of education is largely due to the fact that in 1957-58, the Adin Elementary School District and the Big Valley Joint Union High School District were reported in the expense of Modoc County, and that in 1958-59, both were included in the Big Valley Joint Unified School District and were reported in the expense of Lassen County.

THE ROLES OF PUBLIC EDUCATION IN RECREATION: A FRAMEWORK FOR RECREATION SERVICES PROVIDED BY CALIFORNIA PUBLIC SCHOOL DISTRICTS[1]

Bureau of Health Education, Physical Education, and Recreation

The co-ordinated use of all community resources, facilities, and services is essential to the maintenance of recreation programs that are sufficiently varied to meet the different needs that exist and to meet all the demands for recreation. Public education is an important community resource, one which has facilities and services that can and should be used to advantage in providing public recreation.

The legal provisions for a public education recreation program are briefly outlined in the following sections.

CIVIC CENTER LAW (Education Code Sections 16551-65).

The Civic Center Law, enacted in 1917, provides for the establishment of a civic center at each and every public school building and its grounds where groups of citizens may hold meetings or engage in supervised recreational activities.

COMMUNITY RECREATION ENABLING LAW (Education Code Sections 16651-64).

The Community Recreation Enabling Law, enacted in 1939, defines recreation and states the purposes of community recreation; authorizes cities, counties, and public school districts to organize, promote, and conduct for children and adults of the state such programs of community recreation as will contribute to the attainment of general educational and recreational objectives; and authorizes school districts to use buildings, grounds, and equipment for such purposes.

COMMUNITY SERVICE TAX (Education Code Section 20801).

A law enacted in 1951, and revised in 1959, authorizes (1) elementary school, high school, and junior college districts to levy, beyond the educational tax limit, a tax of 5 cents per $100 of assessed valuation to support community recreation programs; and (2) unified school districts to levy, beyond the educational tax limit, a tax for community recreation and other public purposes which does not exceed 10 cents per $100 of assessed valuation.

[1] Extract of "The Roles of Public Education in Recreation: A Framework for Recreation Services Provided by California Public School Districts," a Joint Project of the California Association for Health, Physical Education, and Recreation and the California State Department of Education, Bureau of Health Education, Physical Education, and Recreation, November, 1959.

The importance of the roles of public education in recreation is made apparent by the following statement by Roy E. Simpson, Superintendent of Public Instruction.

> The primary objective of the public school system is to help develop to the fullest the ability of each person to think and act effectively and creatively. This objective is to be reached through the teaching of the knowledge and skills evolved by centuries of civilization, including the human and physical sciences, mathematics, the arts, and languages.
>
> The learning of these skills and the essential knowledge amassed through the ages are vital to each person's future, both as a wage earner and as a worthy citizen of a democratic nation. The greater the success in that learning, the greater is the possibility of future achievement.
>
> Education does not stop at the school bell's ring. With children of school age, learning can be stimulated and enriched with after-school activities which allow less formal use of classroom teaching. Thus, work in the sciences, arts or languages can draw increased interest from related recreational activities. Sports, games, and other physical recreation activities related to directed physical education are needed to develop maximum health and fitness.
>
> Likewise, those beyond school age find work's efficiency is improved by counterbalancing leisure activities. Formal education is the basis for these recreational activities. With more leisure time certain to confront Americans in the future, the three R's, science, and the arts will form the broad foundation for greater opportunity in recreation. For example, reading is one of the basic recreative arts. Full recognition of the values of this and other classroom learnings that relate closely to man's leisure should be given by the schools. Opportunity to further develop these skills in an after-school recreation setting is the right and responsibility of school districts, as permitted and encouraged under California law.[3]

Dr. Simpson's statement emphasizes the need for a policy statement regarding the roles of public education in recreation which both the California State Department of Education and the California Association for Health, Physical Education, and Recreation believed to be necessary. In 1957, the Bureau of Health Education, Physical Education, and Recreation of the California State Department of Education appointed state-wide committees to study the roles of public education in recreation and to formulate the statement needed. These committees involved some 70 people, including school superintendents, principals, consultants, teachers, recreation administrators, and members of other professional associations. The committees developed a suggested framework which the schools could use to further community recreation and which was approved by the California Association for Health, Physical Education, and Recreation and the State Department of Education.

The report on the roles of public education in recreation that follows is a policy statement basically of, by, and for school people with many others "listening in." Primarily directed toward personnel connected with recreation in the schools, school board members, and school administrators, this statement provides goals, guidelines, and guiding principles for school districts as well as for other units of government as to the role of the school in the total recreation program of the community, and contains broad implications for education in general.

[3] *Ibid*, p. ii.

Roles of Public Education in Recreation

ROLE ONE: *The public schools should educate for the worthy use of leisure.*

Education is preparation for life. The schools must, therefore, offer educational programs that are sufficiently broad to prepare individuals to meet their responsibilities to society and to themselves. These responsibilities include meeting one's basic needs and such other needs as arise in wholesome living, including the need for recreation.

The public schools should give recreation a vital place in their programs. They must provide opportunity for all to secure the basic education especially needed for employment. Since employment generally takes only from 35 to 40 hours per week, the schools should also provide opportunity for all to secure the education they need to make profitable use of the time available to them for other than employment purposes and sleep. This is approximately 70 hours per week. A reasonable portion of this time should be devoted to recreation. A program offered by the public schools should therefore provide opportunity for all to acquire desirable attitudes regarding recreation, and the skills essential to successful participation in recreation.

School districts should provide recreation services and facilities and opportunities for public recreation, as they are permitted and encouraged to do under California law. The governing boards of school districts are among the several types of governing bodies authorized to administer recreation in California. Certain of these governing bodies may wish to assume major responsibility for some parts or all of the school-community recreation program. For example, the governing board of the school district will likely endeavor to administer recreation that is conducted in conjunction with school activities. In some situations one of these governing bodies may assume major responsibility for the local recreation program. For example, a city may administer a comparatively complete program. However, in most instances appropriate and adequate recreation can be provided most economically if all the governing bodies in a community pool their resources for recreational purposes and work co-operatively in developing and administering the type of community recreation program that is needed.

Schools should help pupils to learn essential skills and to participate in recreation activities that they will continue to enjoy throughout their lives. Instruction and early experience in using skills that may be employed either vocationally or avocationally should be regularly provided in all grades, kindergarten through grade fourteen, and should meet the needs and build upon the interests of the pupils. Instruction in learning the skills essential to successful participation in recreation, and opportunity to participate in recreational activities in which the skills learned can be practiced are essential. Both should be planned to

help boys and girls develop attitudes and appreciation that are conducive to continued participation in constructive leisure-time activities.

ROLE TWO: *The public schools should articulate instruction and recreation.*

Classroom situations should be planned and conducted so that pupils are constantly being made aware of how they can use their learning in out-of-school activities, and are given numerous opportunities to use the skills and information they learn. Provision should be made for maintaining and strengthening classroom learning to the extent that it will be used to advantage by the individual in a multiplicity of recreational activities.

The public schools should improve teaching and learning through teacher-pupil relationships in the recreation setting. Teaching recreation will fall short of its goal and the learning will not have its full value unless opportunity is provided for the learner to make immediate and continued use of his skills both in school and in out-of-school activities. In part, this opportunity should be offered through the use of recreational activities, and pupils should be supervised by teachers who have had special training in recreation work.

Teachers employed in positions of recreational leadership have opportunity to round out their personalities and skills, gain confidence and poise, and learn specialties and versatility. Through their participation in school-connected recreation, teachers are frequently helped to reinforce and improve their classroom instruction. Such participation also provides opportunity for teachers and pupils to be together in situations where there is unusual freedom of expression and therefore unusual opportunities for guidance and counseling.

Principals of schools should provide leadership in the school-connected recreation program. Principals have direct responsibility for all aspects of the program offered in their respective schools. This responsibility includes the administration of recreation activities conducted by the school and the supervision and accounting required for recreation activities conducted by the community in and on the school's facilities. In assuming these responsibilities, the principal should work co-operatively with the teachers, the recreation administrator for the school district, and with those responsible for the community recreation program. He should also keep the superintendent of schools informed regarding how well the established policies help him to carry out his responsibilities and wherein there is need for revision of existing policies or for the establishment of new policies.

School district personnel should supervise recreation in which school facilities are used. Efficient management and economical operation of the recreation program in which school district facilities are used may be secured to best advantage by the district employing an administrative staff for the school recreation program, and by the community making

the arrangements necessary to secure the services of the school staff in conducting the community recreation program. This staff will be able to use school personnel trained for recreation work, as well as other school personnel needed to make certain that the district's facilities and those of the community are appropriately used in the community program.

School boards administering school-connected and school-community recreation programs should give priority in appointment of administrative recreation personnel to those with both school certification and professional qualifications in recreation. In appointing administrative personnel for recreation, the governing board of a school district should give primary consideration to the candidates' certification for school work, special training for recreation work, and experience in conducting recreation programs. If the administrators appointed hold teaching credentials, they may have the same benefits and standing as other members of the professional staff who have similar responsibilities. All will have the same educational goals in mind and will therefore be in the best possible position to work co-operatively in establishing and maintaining a program that meets the criteria set by the governing board of the school district and the agency responsible for the community recreation program.

ROLE THREE: *The public schools should co-ordinate and mobilize community resources for recreation.*

The schools should co-operate with other community agencies in promoting and conducting recreational activities that have educational significance, and when feasible the schools should provide the leadership needed for these purposes.

If the schools keep the boys and girls attending them, the children's parents, and other members of the community informed regarding the value of recreation, they will be helping to promote worth while recreational activities. If the schools make their facilities and personnel available for community recreational purposes they will be helping to conduct the recreation activities. If the schools encourage the development of recreation needed by the community they will be providing leadership that the community desires and values.

ROLE FOUR: *The public schools should assume leadership in co-operative planning of recreation facilities.*

Many agencies have some responsibility for the planning and use of public recreation facilities. One of these agencies should provide the leadership required to get all the agencies to work co-operatively in mobilizing existing community recreation resources so that all may work to advantage in the recreation program. Schools are in a strategic position to provide such leadership, for in most communities the schools

have personnel who are trained in recreation work, and most of the schools possess many of the facilities of the type that are needed for use in the recreation program.

School districts should take the necessary steps to secure suitable and adequate facilities for recreation. Wherever the recreation program is operated jointly by the school district and other community agencies, the school district should provide the leadership required to get the full co-operation of all the agencies in planning and financing the facilities needed.

The total recreation program should be planned so that maximum return is secured for the money spent in financing the program. This plan should provide for the co-ordination of the efforts of all community agencies that maintain facilities and conduct recreation or merely encourage, or sponsor recreation activities. This provision makes it possible for community funds, raised through taxes and contributions, to be spent as they are needed to maintain an appropriate program, one in which there is no unnecessary duplication of facilities or services.

The elementary school plant should be used as a neighborhood recreation center. When new elementary school facilities are planned or when existing facilities are modernized, the provisions needed for these purposes should be considered. Properly designed indoor and outdoor facilities of the elementary school are generally adequate for neighborhood recreation. Therefore, they should not be duplicated by other jurisdictions. If additional facilities are required to meet neighborhood needs for all ages, the facilities should be planned and developed cooperatively by all agencies that are participating in the provision and maintenance of the neighborhood recreation program.

The high school plant should be used as a community recreation center. The outdoor facilities provided for physical education and recreation, the indoor facilities provided for physical education and instruction in fields such as the arts and crafts, and facilities provided for various school-wide functions, make the high school plant highly functional and desirable as a community recreation center. Its value as a community recreation center can be enhanced by constructing public swimming pools and facilities on or near the high school site and by making these facilities available for use in the physical education program offered by the school as well as in the community recreation program.

The junior college plant should be used as a regional recreation center. Since the scope of the program of the junior college is greater than that of the high school, the facilities required are more varied and extensive. The junior college facilities may therefore be used as a regional recreation center just as the high school facilities may be used as a community recreation center.

School districts providing facilities for outdoor conservation and natural science education should consider extended use of the facilities for recreation. Since most education of this type is conducted in settings conducive to recreation, steps should be taken to utilize the facilities and area for recreational purposes in both the school and community recreation programs whenever the facilities are not being used for outdoor education.

ROLE FIVE: *California institutions of higher learning should conduct and encourage research studies of recreation.*

These studies should provide data that are needed in making decisions regarding considerations such as (1) the type of program needed; (2) the extent of the program required to meet existing needs; (3) facilities and services required for the program; (4) utilization of community resources; (5) program management; (6) professional training and experience required for the provision of recreation services; (7) how efforts of all agencies may be co-ordinated; (8) changes in the existing program; and (9) changes in management and supervision.

California institutions of higher learning should conduct research essential to the establishment of appropriate standards for recreation. The problems studied should include those pertaining to finances, programs, personnel, facilities, and administration. They should be conducted by the departments or schools of health, physical education, and recreation; social work; sociology; psychology; anthropology; economics; creative arts; and science. The results of research studies should be made available to all individuals and agencies who have any responsibility for conducting school and community recreation programs.

California institutions of higher learning should encourage recreation agencies to conduct research study of all phases of the recreation program. These studies should provide data that make apparent the degree of accuracy of each part of the statements that follow:

School recreation (1) is a laboratory for skills learned in the classroom; (2) is an effective medium for guidance and social adjustment of the individual; (3) carries over teaching skills from the classroom to the playground; and (4) integrates or articulates class instruction and recreation, extending the educational process into the recreational setting.

The studies should also provide data regarding (1) the success of each phase of the program; (2) the extent to which the program is meeting community needs; (3) the expansion of the program that will be required to meet future needs; and (4) other phases of the program as need is indicated.

The recreation agencies or the institutions of higher learning should make the results of the studies available to all individuals and agencies who have any responsibility for conducting school and community recreation programs.

ROLE SIX: *California institutions of higher learning should* (1) *offer strong professional programs in recreation;* (2) *give appropriate attention to recreation in professional education courses; and* (3) *assist school districts and other community agencies to select qualified recreation personnel.*

California institutions of higher learning should offer professional programs in recreation that are planned to provide the personnel needed by the public schools and other community agencies in conducting recreation. They should therefore work closely with school administrators, curriculum directors, and directors of community recreation, to determine the needs for recreation personnel, the special abilities that may be desired, and the training in recreation that is essential.

California institutions of higher learning should teach recreation as an integral phase of professional education courses. School administrators and teachers may thus be prepared to share the responsibility for the success of the school and community recreation program and for informing the patrons of the school and other citizens of the community regarding the importance of recreation in the school program and in community life.

California institutions of higher learning should provide public schools and other community agencies maintaining recreation programs or participating in the management of community recreation programs with data to consider in employing recreation personnel. The data should be presented so that the agency may be informed regarding the individual's college preparation for recreation leadership, special aptitude for recreation work, and background of experience in recreation that would help to qualify him for recreation work. Generally, institutions of higher learning should encourage the public schools to consider personnel for employment in recreation leadership in the following ways: (1) give first consideration to the employment of individuals who have majored in recreation and who plan to pursue recreation work as a career or to those who have a major in education and a minor in recreation; (2) give second consideration to college graduates who have majored in fields other than recreation or education but have had a minor in recreation; (3) give third consideration to individuals who are not college graduates but have completed two or more years of college work including work in recreation, and who have special aptitudes for recreation work.

SUMMARY OF PROJECT APPLICATIONS FOR NATIONAL DEFENSE EDUCATION ACT FUNDS FOR CALIFORNIA HIGH SCHOOLS, 1959-60

Prepared by L. FRANK MANN, *Consultant, Bureau of Secondary Education*

For the second year California schools are proposing to strengthen instruction in modern foreign language, mathematics, and science with the aid of funds made available under Title III of the National Defense Education Act. Projects at the high school level were submitted by 137 school districts and 28 offices of county superintendents of schools. In 1958-59, projects were submitted by 148 districts and ten offices of county superintendents of schools.

Almost half of the agencies which had projects during 1958-59, submitted additional project proposals for 1959-60. Of the 165 agencies submitting applications for the current year, 76 had projects during 1958-59. While many of the proposals of this group are unrelated to previous projects, a substantial number of them represent further development of work begun last year. The remaining 89 applying agencies submitted their first requests for assistance under the National Defense Education Act, Title III, for the current school year.

A majority of the agencies submitted applications in more than one of the subject areas. The extent of their participation in each of the subject areas increased over the preceding year as shown by the following tabulation.

	Number of agencies submitting projects	
Subject area	*1958-59*	*1959-60*
Modern foreign language	94	99
Mathematics	49	54
Science	136	139

A single project in a single subject area was submitted by each of 70 applying agencies. The other 95 agencies submitted either a multiple subject project or a combination of projects. The following tabulation shows the number of separate projects submitted in each subject area, and comparable data for the preceding year.

	Number of projects submitted by applying agencies	
Subject area	*1958-59*	*1959-60*
Modern foreign language	111	125
Mathematics	56	65
Science	189	208

As during 1958-59, typical modern foreign language project proposals for the current year involved the use of electronic laboratory equipment for the audio-lingual approach to language instruction. Language laboratories with individual student booths equipped for listening and recording were in less demand than previously. Last year, 52 per cent of the agencies submitting language projects requested one or more fully equipped laboratories. Such laboratories were requested by only 29 per cent of the applying agencies for the current year. Intermediate steps in the audio-lingual approach received major emphasis in project proposals for 1959-60.

Mathematics continues to benefit from Title III less than either modern foreign language or science. This seems to be due, in part, to the fact that modern foreign language and science lend themselves much more readily to the effective use of equipment and materials provided under the Act. The equipment and materials most frequently requested for use in mathematics included measuring devices, models, calculators, and reference materials suitable for use in a variety of mathematics courses.

Biology was the course most frequently mentioned in the proposed science projects. It was included in 91 projects; physics was included in 85; and chemistry was included in 82. In a majority of the projects these three courses are in combination with other courses.

The typical project in science requires laboratory equipment and materials for enriching different courses in both the biological and physical sciences. The number of project proposals for various combinations of science courses are shown in the tabulation that follows:

Type of science course	*Number of project proposals*
Biological and physical sciences	99
Biological and related life sciences	34
Chemistry	22
Physics and related physical sciences	18
General science	18
Senior physical sciences	17

A list of the school districts and offices of the county superintendents of schools who have submitted project proposals for 1959-60 follows.

PROJECTS FOR 1959-60 SUBMITTED BY SCHOOLS DISTRICTS AND OFFICES OF COUNTY SUPERINTENDENTS OF SCHOOLS

Legend: X = project; Lab = laboratory equipped with individual station for each member of the class; B = biology; C = chemistry; P = physics.

High school or unified school district	*Foreign language*	*Mathematics*	*Science*
Acalanes	X	X	X B C P
Alhambra (Martinez)			X C
Amador Valley	X		X
Analy		X	
Armijo	X Lab		X
Baldwin Park			X B C P
Banning			X B

High school or unified school district	*Foreign language*	*Mathematics*	*Science*
Bear Valley	X		X B C P
Bellflower			X B C P
Benicia			X
Berkeley	X	X	X B C P
Biggs	X		X B C P
Bishop			X B
Bonita	X		X B C P
Bret Harte			X B C
Burbank	X Lab		
Calipatria			X B
Calistoga			X
Carpinteria	X		
Centinela Valley	X Lab		
Central (El Centro)			X B C P
Ceres	X		
Chaffey	X Lab	X	X B
Chico			X B
Chino	X	X	X
Claremont	X		X C
Cloverdale			X
Coachella Valley	X Lab		X B
Coalinga	X Lab		
Colton	X	X	X C P
Colusa			X B P
Compton	X Lab	X	X B C P
Corcoran	X	X	X C
Corning	X		X B C P
Corona			X
Coronado	X Lab		
Covina	X		
Davis	X Lab		X B
Delano			X B C P
Dinuba		X	X B C P
Dixon		X	X
Durham			X P
El Dorado			X B C P
Elk Grove	X	X	X B C P
El Monte	X	X	X C P
Elsinore			X C P
Escondido			X P
Fillmore	X Lab		X B C P
Folsom	X	X	X B C P
Fontana	X	X	X
Fort Bragg			X B C P
Fortuna	X Lab		X B C P
Fowler		X	X B C P
Fresno	X	X	X C P
Grant	X	X	X B C P
Grossmont	X Lab	X	X B C P
Gustine			X B P
Healdsburg	X	X	X B C P
Hemet		X	X B C P
Inglewood			X B C P
Ione	X		
Kern County	X Lab	X	X B C P
Lake Tahoe			X B P
Lemoore		X	X B C P
Lindsay		X	X B C P

High school or unified school district	*Foreign language*	*Mathematics*	*Science*
Live Oak (Morgan Hill)			X B C P
Lodi	X Lab	X	X B C P
Lompoc		X	X B C P
Long Beach	X Lab		
Los Angeles			X
Los Gatos		X	X B C P
Lower Lake			X B
Manteca	X	X	
Mariposa			X B C P
Monterey	X		
Mt. Diablo	X Lab	X	
Mountain View	X		X B C P
Muroc		X	X B P
Napa	X		X B
Needles	X		X C P
Oakdale	X		X
Oakland	X	X	X B C P
Oceanside-Carlsbad	X Lab		
Orland			X B
Orosi	X		
Pacific Grove		X	X
Palm Springs			X P
Palo Alto	X Lab	X	X B C P
Palo Verde	X	X	X B C P
Paradise	X		
Paso Robles			X B P
Patterson	X		X
Petaluma	X		X
Redlands	X		X
Reedley	X Lab		X B C P
Richmond	X Lab	X	X B C P
Rim of the World	X Lab	X	X B C P
Riverside	X	X	X B C P
Sacramento	X	X	X
Salinas	X		
Sanger	X Lab	X	
San Benito			X B C P
San Bernardino	X		
San Diego	X Lab	X	X B C P
San Jacinto	X		X B C P
San Jose	X		
San Leandro	X		X B C
San Pasqual Valley	X		X B
San Rafael	X		X P
San Ramon Valley	X	X	X B C P
Santa Ana	X	X	X P
Santa Barbara			X C
Santa Clara	X	X	X B C P
Santa Cruz	X		X B C P
Shasta			X B P
Sierra			X B C P
Simi Valley	X		X B P
Sonoma	X		X P
South Bay	X Lab		
Southern Humboldt	X		X B P
Stockton	X		
Strathmore	X Lab		X
Surprise Valley	X	X	X

High school or unified school district	*Foreign language*	*Mathematics*	*Science*
Sutter			X P
Sweetwater	X		X C
Tamalpais			X B C P
Torrance			X
Trinity County	X Lab	X	X B C P
Vallejo	X Lab		X
Ventura	X Lab		X
Victor Valley	X	X	X B C P
Vista	X		X B C P
Washington (Fresno)	X		X
Watsonville			X C P
Whittier	X Lab		
Woodlake	X	X	X B
Yuba City	X		

Office of county superintendent of schools	*Foreign language*	*Mathematics*	*Science*
Calaveras			X B
El Dorado			X B C
Fresno	X	X	X
Glenn			X C
Inyo			X B C P
Kern			X P
Los Angeles	X	X	X
Madera			X B C P
Mendocino	X		
Merced	X	X	X
Mono	X	X	X
Monterey		X	X
Napa			X
Orange			X C
Placer	X		X
Sacramento		X	X
San Diego	X		X
San Joaquin			X B C P
San Luis Obispo	X	X	X
Santa Clara	X		X C
Shasta			X
Siskiyou			X
Solano	X		
Sonoma			X
Stanislaus			X
Sutter			X
Tehama		X	X
Tulare	X		X B

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

DON F. VARNER was appointed Consultant, Bureau of National Defense Education Act Administration, March 4, 1959. Mr. Varner received his bachelor of arts degree from Alderson-Broaddus College, West Virginia, and took graduate work in guidance and school administration at the University of California, Santa Barbara. From 1935 to 1942 he held teaching and administrative positions in West Virginia public schools. After serving as a naval officer during World War II, he engaged in sales and public relations work. From 1958 to the time of his appointment he taught in the Glendale Unified School District. Mr. Varner has held office in the Illuminating Engineering Society.

DONALD W. JOHNSON was appointed Consultant, Bureau of National Defense Education Act Administration, September 1, 1959. Dr. Johnson taught in Minnesota public schools from 1938 to 1947, and held administrative positions in California public school districts from 1949 to 1959. He was Superintendent of the Shasta Lake Union Elementary School District from 1954 until the time of his appointment. Dr. Johnson received his master of arts degree and his doctor of education degree from the University of California, Los Angeles. He is serving this year as president of the Northern Section, California Elementary School Administrators Association.

MILTON H. HOOD was appointed Field Representative, Bureau of Readjustment Education, December 14, 1959. Mr. Hood was a graduate of Mount Union College in Ohio, did graduate work at the University of Dublin, Ireland, and received his master of education degree in school administration and supervision from Rutgers University. Since 1947 he has taught in the public schools of Ohio, New Jersey, and California. During the 1954-55 school year he was principal of Strasburg High School, Strasburg, Ohio, and during the following school year was Director of Education for the Methodist Church in Woodland, California. In the Woodland public schools Mr. Hood served as guidance counselor from 1956 to 1958, and taught Latin and biology from 1958 to the time of his appointment.

GERALD V. MANN was appointed Supervising Vocational Rehabilitation Counselor for the Disability Determination Program, Oakland office, Vocational Rehabilitation Section, January 13, 1960. Mr. Mann, a graduate of the University of California, Berkeley, served with the Vocational Rehabilitation Section as Vocational Rehabilitation Counselor from 1953 to 1957, and as Supervising Vocational Rehabilitation Counselor from 1957 to the time of his appointment. From 1947 to 1953 he was Assistant to the Executive Director of Goodwill Industries, Inc., of Central California and helped to rehabilitate and train the handicapped. During World War II, Mr. Mann did statistical control and personnel work with the Army Air Forces.

ROBERT W. REYNOLDS was appointed Consultant, Bureau of National Defense Education Act Administration, January 25, 1960. Mr. Reynolds served with the University Elementary School, University of California, Los Angeles, as a teacher from 1948 to 1953, and as a supervisor from 1953 to 1957. During the school year 1957-58, he was Director of Education for the Oceanside-Libby Union Elementary School District. He completed his course work toward the master's degree at the University of California, Los Angeles, and since 1958 has pursued a doctoral program at Teachers College, Columbia University. In his new position Mr. Reynolds has been assigned to work with the State Board of Education on the mathematics program in the public schools.

REGULATIONS ADOPTED BY DIRECTOR OF EDUCATION

State College Fees. The Director of Education, acting under the authority of Education Code Sections 23865 and 23866, amended Section 947 of Title 5 of the California Administrative Code, relating to state college fees, to read as follows (effective March 3, 1960):

947. *Payment of Fees.* (a) *Amount Generally.* A student of a state college shall pay tuition fees, special fees, and other fees in accordance with the schedule of fees approved by the Director of Education.

(b) *Time of Payment.* At the time of registering, a student shall pay any tuition or materials and service fee, or both, in accordance with the schedule of fees. A student shall pay other fees required by the schedule of fees at the time he registers or later during the term.

(c) *Increase in Unit Load.* If the number of units for which a student is registered is increased during the term to a higher materials and service fee category in the schedule of fees, the student shall pay an additional amount so that the total amount paid as a materials and service fee shall equal the materials and service fee for the greater number of units.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held at Los Angeles State College of Applied Arts and Sciences, January 13 and 14, 1960.

Approval of Appointments to State College Advisory Board

In accordance with Education Code Sections 23651 through 23658, the Board confirmed the appointment by Director of Education Roy E. Simpson of the following members of the Long Beach State College Advisory Board for terms ending as shown.

LONG BEACH STATE COLLEGE ADVISORY BOARD
Honorable Fred Miller, Judge of the Superior Court (1960)
Francis Carl Hertzog, M.D. (1961)
Aaron Schultz, Schultz Furniture Company (1963)

Revocation of Credentials for Public School Service

The board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons effective on the dates shown:

Name	*Date of birth*	*Revocation effective*	*By authority of Education Code Section*
Abel, Eugene M.	5- 2-19	January 14, 1960	13129
Francis, William Evan	10- 4-07	December 12, 1959	13205
Hamar, Sherman Combs	8- 6-09	January 14, 1960	13202
Layfield, Jack Wesley	12-15-23	January 14, 1960	13207
Lochausen, Jesse Herman, Jr.	12- 6-18	January 14, 1960	13202 13129
Meng, Edward Shamhart	6-19-33	January 14, 1960	13207
Paulfrey, William Erle	10-20-10	December 6, 1959	13205
Price, Theodore	8- 5-33	January 14, 1960	13207

Approval of Changes in School District Organization

In accordance with the provisions of Education Code Section 2222, the Board approved the following proposal regarding a change in school district organization:

Anexation of an elementary school district to a union high school district in Humboldt County—A proposal by the Humboldt County Committee on School District Organization that an election be held to determine whether the voters in the Green Point School District wish to annex the district to the Arcata Union High School District.

In accordance with Education Code Section 3152, the Board approved the following proposal regarding a change in school district organization:

Formation of a junior college district in San Diego County—A proposal by the augmented San Diego County Committee on School District Organization that an election be held to determine whether the voters in the area of the Oceanside-Carlsbad Union High School District wish to form a junior college district; and subsequently if the junior college district is formed that the San Dieguito Union High School District be annexed to such junior college district.

ENGLISH TEACHERS ASSOCIATIONS IN CALIFORNIA

Anyone interested in the teaching of English is eligible to join one of the ten regional English teacher associations in California. Membership in the state-wide California Association of English Councils is limited to the presidents of the ten affiliates, and the three Council officers—president, vice president, and secretary-treasurer, who are elected for terms of two years.

A constitution for the California Association of Teachers of English and the ten affiliate organizations is under revision at the present time. It is expected that the constitution will be approved by the members of all of the associations prior to the state meeting in Los Angeles on February 12 and 13, 1960. The revised constitution will make it possible for English teachers to become members of these associations.

According to the information which is available most of the associations do not publish newsletters or other documents. However, the Southern California Council of Teachers of English publishes a newsletter regularly, and the Central California Council of Teachers of English publishes occasional papers. Also, the California Association of English Councils publishes occasional papers.

A list of the associations and their presidents follows:

California Association of English Councils
Richard Worthen, Diablo Valley College, Golf Links Road, Concord
Bay Area College English Association
Sister Mary Eleanor, College of Notre Dame, Ralston Avenue, Belmont
Central California Council of Teachers of English
Thelma Gentry, Jefferson Elementary School, 3919 Carrington Street, Oakland
Fresno Council of Teachers of English
Mrs. Elizabeth Ruch, Clovis Union High School, 901 Fifth Street, Clovis
Greater San Diego Council of Teaching of English
A Frederick Bunge, Northwest Adult High School, 4654 Ingraham Street, San Diego 9
Kern Association of Teachers of English
Wilson Stone, Kern County Joint Union High School District, 2000 24th Street, Bakersfield
Redwood Council of Teachers of Language Arts
James McNelis, Humboldt State College, Arcata
Sacramento Area Council of Teachers of English
Mildred Dawson, Sacramento State College, 6000 J Street, Sacramento
Southern California College English Association
Byron Guyer, Los Angeles State College, 5151 State College Drive, Los Angeles 32
Southern California Council of Teachers of English
Mrs. Hazel J. Jones, Whittier Union High School District, 902 West Washington Boulevard, Whittier
Upper California Council of Teachers of English
Mrs. Marion Koffard, Shasta Union High School, Eureka Way, Redding

Professional Literature

PUBLICATIONS RECEIVED

Applied Chemistry for High Schools. Curriculum Bulletin No. 15, 1958-59 Series. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1959. Pp. vi + 72. $0.75.

Aviation Education Bibliography (Elementary School). Washington 6, D.C.: National Aviation Education Council, 1959 (third edition). Pp. 40.

BICKNELL, JOHN E. *A Prediction of Effectiveness in Secondary School Teaching: A Summary Report.* Albany, New York: University of the State of New York, State Education Department, 1959. Pp. 30.

BUDD, NELSON H. *The Canning Industry.* Vocational and Professional Monograph Series, No. 99. Cambridge 38, Mass.: Bellman Publishing Co., 1959. Pp. 36. $1.00.

DAKINS, J. GORDON. *Retailing As A Career.* Vocational and Professional Monograph Series, No. 22. Cambridge 38, Mass.: Bellman Publishing Co., 1959. Pp. 52. $1.00.

Dance Fundamentals: Grades 7-12. Curriculum Bulletin No. 4, 1957-58 Series. Brooklyn 1, New York: Board of Education of the City of New York, 1959. Pp. viii + 220. $2.00.

DIEKHOFF, JOHN S. *Tomorrow's Professors: A Report of the College Faculty Internship Program.* New York 22: Fund for the Advancement of Education, [1959]. Pp. 92.

Financing Higher Education 1960-70: The McGraw-Hill Book Company 50th Anniversary Study of the Economics of Higher Education in the United States. New York 36: McGraw-Hill Book Co., Inc., 1959. Pp. viii + 304. $2.00.

The Fund For the Advancement of Education: A Report for 1957-1959. New York 22: Fund for the Advancement of Education, 1959. Pp. viii + 116.

Guiding Today's Children: A Guidance Book for Teachers and Administrators of Elementary Schools. Los Angeles 12: Office of Los Angeles County Superintendent of Schools, 1959. Pp. xiv + 304.

GUTH, EARL P. *Pharmacy.* Vocational and Professional Monograph Series, No. 51. Cambridge 38, Mass.: Bellman Publishing Co., 1959. Pp. 24. $1.00.

HARBERT, SYLVIA DEAN. *College Registrar As A Career.* Vocational and Professional Monograph Series, No. 103. Cambridge 38, Mass.: Bellman Publishing Co., 1959. Pp. 20. $1.00.

HAWES, GENE R. *The New American Guide to Colleges.* New York 22: New American Library of World Literature, Inc., 1959. Pp. 256. $0.75.

Home Economics for Grades 10 to 12. Curriculum Bulletin No. 6, 1958-59 Series. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1959. Pp. vi + 386. $1.25.

KEMPFER, HOMER. *How to Choose A Correspondence School: A Guide for Youth, Adults, and Counselors.* Vocational and Professional Monograph Series, No. 101. Cambridge 38, Mass.: Bellman Publishing Co., 1959. Pp. 36. $1.00.

LANGSTON, MILDRED J. *Secretarial Science.* Vocational and Professional Monograph Series, No. 50. Cambridge 38, Mass.: Bellman Publishing Co., 1959. Pp. 32. $1.00.

NELSON, KENNETH G.; BICKNELL, JOHN E.; HEDLUND, PAUL A. *Development and Refinement of Measures of Teaching Effectiveness: First Report of the Cooperative Study to Predict Effectiveness in Secondary School Teaching.* Albany, New York: University of the State of New York, State Education Department, 1956. Pp. 108.

Oral and Written Communication: Grades 1-6. Curriculum Bulletin No. 9, 1958-59 Series. Brooklyn 1, New York: Board of Education of the City of New York, 1959. Pp. x + 114. $0.50.

RIEBSOMER, J. L. *Chemistry As A Profession.* Vocational and Professional Monograph Series, No. 104. Cambridge 38, Mass.: Bellman Publishing Co., 1959. Pp. 20. $1.00.

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DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires January 15
Louis H. Heilbron, *President*, San Francisco	1963
Thomas W. Braden, *Vice President*, Oceanside	1964
Byron H. Atkinson, Los Angeles	1961
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Warren M. Christopher, Los Angeles	1964
Raymond J. Daba, Atherton	1962
Donald M. Hart, Bakersfield	1964
Dr. Mabel E. Kinney, Los Angeles	1962
Mrs. Seymour Mathiesen, Fresno	1961
Thomas L. Pitts, Los Angeles	1961

STAFF

(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

SUPERINTENDENT OF PUBLIC INSTRUCTION

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